

Technical Committee Report and Curriculum Guide

For

Career and Personal Development

FC 0204



Idaho Professional-Technical Education

*This report was prepared by
Idaho State University
for the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

August 2002

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For the development of the Career and Personal Development curriculum the majority of committee members were educators who have taught Career and Personal Development courses. Industry personnel were included as part of the committee to discover what they are doing to help students in this same area. The new Career and Personal Development curriculum framework was developed using the National Standards for Family and Consumer Sciences Education. The curriculum team wrote, reviewed and revised the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of content standards and competencies prepared by committee members reflects the knowledge and skills currently recommended for students in a Career and Personal Development course. Students who complete the course will be better prepared to meet the challenges of today's workforce.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

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ACKNOWLEDGEMENTS

The curriculum committee process involved personnel from Idaho high schools, business and industry, Idaho State University, and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Divisions of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so. The following people gave their time, energy, and expertise in the development of this curriculum framework:

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CAREER AND PERSONAL DEVELOPMENT

Course Description:

The Career and Personal Development curriculum focuses on the young adult as an individual preparing for responsibilities related to the workplace. The student will gain self-awareness, career knowledge and exploration, employability skills, leadership, and family management skills. Career and Personal Development is designed as a one-semester/trimester class recommended for 10th through 12th grade students. A personal career exploration is desirable as part of this course.

IMPORTANT INFORMATION

Delivery of the Career and Personal Development Curriculum

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on exploratory-based instruction that is designed to enable and inspire students to plan and take actions toward discovering more about their career of choice.

Teacher Qualifications

The teacher of Career and Personal Development courses should be secondary certified and have an endorsement in Family and Consumer Sciences.

Length and Level of this Course

This course is a one-semester/trimester experience preferably for grades 10 through 12.

Recommended Resources

Career and Personal Development Activity/Resource Guide, 2002

Materials from the current curriculum material list for Family and Consumer Sciences

Career Pathways

This course is recommended for all students as the content helps students develop essential skills necessary for evaluating careers and gaining employment in the diverse workplace. All occupational areas may be related to the Career and Personal Development course as students personally investigate a career of their choice.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Science

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: August 2002

COURSE TITLE: Career and Personal Development

FC 0204

PROFESSIONAL-TECHNICAL EDUCATION # 390

I. MAJOR CONCEPTS/CONTENT:

Career and Personal Development address the specific needs of students in the 10th through 12th grades. With the increasingly competitive workforce, students must have the basic skills and understanding of how to reach career goals.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students select a work environment for observation and actual work experience depending on available opportunities.

III. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

- 01. DEVELOP AN AWARENESS OF CAREERS.**
- 02. DEVELOP SELF-AWARENESS RELATED TO CAREERS.**
- 03. ANALYZE A CAREER THROUGH PERSONAL EXPLORATION.**
- 04. EXAMINE POTENTIAL PATHWAYS TO CAREERS.**
- 05. DEMONSTRATE SKILLS NECESSARY TO ENTER THE
 WORKFORCE.**
- 06. DEMONSTRATE A LEVEL OF MATURITY NECESSARY TO SUCCEED
 IN THE WORKPLACE.**
- 07. EXAMINE THE RELATIONSHIP BETWEEN WORK AND FAMILY.**

IV. NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES
 EDUCATION:

- 1.0 Integrate multiple life roles and responsibilities in family, career, and
 community roles and responsibilities.**
- 2.0 Evaluate management practices related to the human, economic, and
 environment resources.**
- 6.0 Evaluate the significance of family and its impact on the well being of
 individuals and society.**
- 13.0 Demonstrate respectful and caring relationships in the family, workplace,
 and community.**

01. CONTENT STANDARD: DEVELOP AN AWARENESS OF CAREERS.

01.01 COMPETENCY: Analyze the concept of a career.

PERFORMANCE INDICATORS:

1. Explain the process individuals use to adapt to change.
2. Examine lifelong learning as it relates to lifestyles and the lifecycle.
3. Examine how the economy affects careers in the workplace.

01.02 COMPETENCY: Analyze the importance of careers.

PERFORMANCE INDICATORS:

1. Examine the reasons people work.
2. Analyze the differences between a job, occupation, and a career.
3. Investigate the impact of the changing workplace throughout the lifespan.

01.03 COMPETENCY: Analyze the different types of working.

PERFORMANCE INDICATORS:

1. Examine entrepreneurship as a possible career choice.
2. Examine the differences between careers that sell goods and careers that provide services.
3. Investigate home-based careers.
4. Analyze the impact technology has on the work environment.
5. Explore future work schedules and environments.

02. CONTENT STANDARD: DEVELOP SELF-AWARENESS RELATED TO CAREERS.

02.01 COMPETENCY: Analyze individual differences that impact career choice.

PERFORMANCE INDICATORS:

1. Identify personal interests.
2. Analyze aptitudes as they pertain to career choice.
3. Examine personal values.
4. Perform assessments to identify personality types.
5. Analyze individual strengths.
6. Identify multiple intelligences.
7. Identify individual learning styles.
8. Analyze the affect of gender on career choice.

02.02 COMPETENCY: Employ decision-making to career choice.

PERFORMANCE INDICATORS:

1. Compare individual differences and potential career choices.
2. Analyze the impact of career choices on future lifestyles.
3. Identify desired personal lifestyle for the future.
4. Examine the concept of success.
5. Describe influences on career choices.

02.03 COMPETENCY: Develop leadership skills appropriate for the workplace.

PERFORMANCE INDICATORS:

1. Analyze different leadership styles used in the workplace.
2. Examine the importance of self-concept / self-esteem.
3. Examine community service and service learning as part of leadership.
4. Analyze the importance of being actively involved in a student organization.
5. Practice leadership skills.

03. CONTENT STANDARD: ANALYZE A CAREER THROUGH PERSONAL EXPLORATION.

03.01 COMPETENCY: Explore career pathways.

PERFORMANCE INDICATORS:

1. Examine the Arts and Communication Pathway for potential careers.
2. Analyze the Business and Management Pathway.
3. Investigate careers in the Health Services Pathway.
4. Identify potential careers within the Human Resources Pathway.
5. Explore the Industrial and Engineering Pathway for career options.
6. Examine careers within the Natural Resources Pathway.
7. Investigate potential careers in the occupational areas of Family and Consumer Sciences.

03.02 COMPETENCY: Examine a potential career choice to determine the knowledge, skills, and attitudes required.

PERFORMANCE INDICATORS:

1. Determine a personal career choice.
2. Develop and apply the skills necessary to research a career.
3. Explore careers of interest.

04. CONTENT STANDARD: EXPLORE OPTIONS TO ACHIEVE A CAREER GOAL.

04.01 COMPETENCY: Examine post-secondary education and training options.

PERFORMANCE INDICATORS:

1. Examine various post-secondary education and training choices.
2. Examine potential credentialing for career choice such as: licensing, on-site experience, apprenticeship, and/or associate, bachelor, master, and doctoral degrees.
3. Determine potential education choices to meet career goals.
4. Practice filling out paper and online application forms.
5. Determine costs of the selected option.

04.02 COMPETENCY: Explore financial options for post-secondary education and training.

PERFORMANCE INDICATORS:

1. Identify potential financial options.
2. Examine potential services/programs to assist with financial options.
3. Identify sources for scholarships that match personal characteristics and goals.
4. Practice filling out the FAFSA form to obtain grants/loans.
5. Analyze options within the military.
6. Analyze the option of working while gaining post-secondary education/training.
7. Develop a spending plan for post-secondary education/training.

04.03 COMPETENCY: Demonstrate goal setting by developing a plan leading to a career.

PERFORMANCE INDICATORS:

1. Identify personal career goals.
2. Develop short and long term goals to reach career goal.
3. Develop a career plan to outline the steps needed to reach the career goal.

05. CONTENT STANDARD: DEMONSTRATE SKILLS NECESSARY TO ENTER THE WORKFORCE.

05.01 COMPETENCY: Demonstrate job-seeking skills that lead to the career of choice.

PERFORMANCE INDICATORS:

1. Create a cover letter appropriate for a specific career.
2. Practice writing a follow-up letter for use after an application or interview.
3. Create an appropriate letter of resignation.
4. Complete job applications to become familiar with the process.
5. Identify potential references.
6. Demonstrate appropriate clothing choice and personal hygiene associated with gaining employment.
7. Demonstrate appropriate interview etiquette through mock interviews.
8. Demonstrate proper handshakes.
9. Create a current electronic and/or paper resume for use in gaining employment.
10. Examine ways to overcome negative obstacles that may arise during background checks, history, and/or employment gaps.

05.02 COMPETENCY: Explore resources for job opportunities.

PERFORMANCE INDICATORS:

1. Investigate employment agencies for job openings.
2. Examine job sites found online.
3. Explore private agencies within the community.
4. Analyze classified advertisements in the newspaper.
5. Identify costs and benefits associated with each of the resources.

05.03 COMPETENCY: Create a job-seeking portfolio.

PERFORMANCE INDICATORS:

1. Develop a job search plan.
2. Include examples of job-seeking skills from 05.01:
 - a. Cover letter
 - b. Follow-up letter
 - c. Resignation letter
 - d. Job application
 - e. Resume
3. Include work samples or support materials of skills such as newspaper clippings and/or awards.
4. Include a general letter of recommendation.
5. Include assessments and aptitudes.

06. CONTENT STANDARD: DEMONSTRATE EMPLOYABLE SKILLS FOR THE WORKPLACE.

06.01 COMPETENCY: Analyze ethics related to the workplace.

PERFORMANCE INDICATORS:

1. Examine work ethics important in the workplace.
2. Practice skills needed for effective teamwork.
3. Analyze the concept of confidentiality in the workplace.
4. Develop personal character traits conducive to the workplace.
5. Demonstrate proper etiquette for the workplace.
6. Practice proper technology ethics.

06.02 COMPETENCY: Demonstrate effective communication skills appropriate to workplace settings.

PERFORMANCE INDICATORS:

1. Examine aspects and the value of verbal, nonverbal, listening, and written communication.
2. Demonstrate effective eye contact during conversations and presentations.
3. Practice telephone skills to use in the workplace.
4. Demonstrate appropriate interpersonal skills through compromise, conflict resolution, team building, and behavior management.
5. Examine the advantages of being multilingual.
6. Analyze the etiquette involved with leaving a position.

06.03 COMPETENCY: Demonstrate job keeping skills and opportunities for advancement.

PERFORMANCE INDICATORS:

1. Demonstrate professionalism in attire, hygiene, attitude, and attendance.
2. Examine the aspects of customer service.
3. Examine the concept of taking responsibility for career success and advancement.
4. Analyze the career ladder for advancement.
5. Demonstrate an awareness of employer expectations for a job.

06.04 COMPETENCY: Analyze legal issues prominent in the workplace.

PERFORMANCE INDICATORS:

1. Examine an employee's personal rights in the workforce.
2. Identify the types of harassment and strategies to reduce it.
3. Examine the impact of employee theft on the individual and the business.
4. Analyze diversity as a legal issue in the workplace.
5. Examine employee's and employer's responsibilities when working with a person who has special needs.

06.05 COMPETENCY: Demonstrate safety in the workplace.

PERFORMANCE INDICATORS:

1. Analyze workplace safety plans, codes, and practices.
2. Analyze the importance of healthy employees in the workplace.
3. Examine workers compensation.
4. Examine insurance plans for a specific career.
5. Assess protective equipment for specific careers.
6. Identify safety regulators such as OSHA.
7. Develop basic first-aid skills necessary in the workplace.
8. Demonstrate emergency safety plans and practices.

07. CONTENT STANDARD: EXAMINE THE RELATIONSHIP BETWEEN WORK AND FAMILY.

07.01 COMPETENCY: Analyze the impact of family on career goals.

PERFORMANCE INDICATORS:

1. Analyze the different family types and the dynamics of each.
2. Examine personal family goals.
3. Examine the importance of having a family compatible career.
4. Analyze the concept of balancing work and family lives.

07.02 COMPETENCY: Demonstrate management of family resources.

PERFORMANCE INDICATORS:

1. Examine responsibilities related to housing and how to manage them.
2. Identify strategies for managing food and nutrition needs.
3. Assess clothing needs as related to personal, family and career goals.
4. Assess transportation needs.
5. Evaluate the amount of potential leisure time and how it will be spent.
6. Analyze the impact family changes have on balancing family and work responsibilities.

07.03 COMPETENCY: Analyze methods of family management.

PERFORMANCE INDICATORS:

1. Examine the importance of managing the different aspects of family life.
2. Analyze the importance of communication within the family.
3. Examine the components of the management process: values, goals, resources, decision-making, planning, implementing, and evaluating.
4. Identify techniques used for time management.
5. Describe techniques for stress management.
6. Analyze the concept of sharing household duties.

07.04 COMPETENCY: Analyze expected income to reach lifelong goals.

PERFORMANCE INDICATORS:

1. Identify personal needs and wants.
2. Analyze the impact of the earning cycle over the lifecycle.
3. Identify strategies for financial management.
4. Figure the difference between gross and net wages.
5. Figure potential taxes deducted from a specific salary.
6. Examine the cost of insurance for a family.
7. Examine the importance of saving money.
8. Analyze the aspects of investing money.
9. Analyze financial needs to reach retirement.

Family and Consumer Sciences Education

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Activity/Resource Guide
August, 2002

Grades 10-12

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Family and Consumer Sciences
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